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AUTHOR Brewer, James H.
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ABSTRACT

This book is a short guide presenting an objective and systematic self-evaluation and self-improvement plan for students. The guide is divided into two sections. The first section is a self evaluation checklist which is divided into several areas. Each area includes a series of evaluation items which the student rates in terms of importance and how well he/she is doing in relationship to them. The second section of the guide assists the student in planning self improvement based on self reward principles. (DT)

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A MINI-GUIDE FOR STUDENT

SELF-EVALUATION AND SELF-IMPROVEMENT

James H. Brewer, Ed.D.

A Guide to:

Value orientation
Setting personal goals
Developing self-discipline

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Suzi Odom

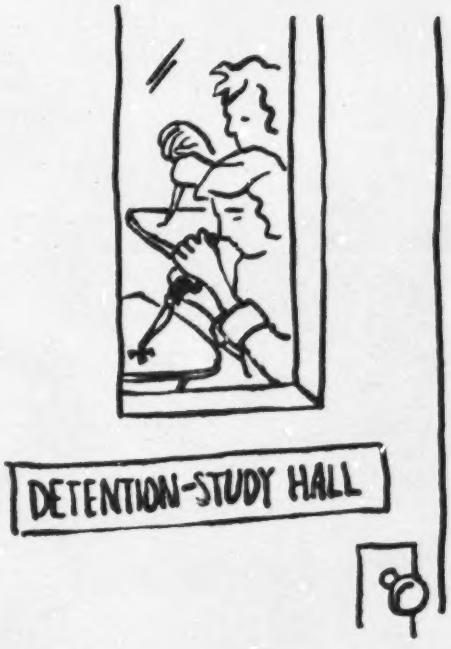
INTRODUCTION

Most everyone desires to become a better person. However, it is hard to improve unless we have some idea of what we are and what we want to be. Unless we use some kind of objective and systematic self-evaluation and self-improvement plan, we can wind up more confused than ever before.

This book is designed to give you, the student, an opportunity to identify where you are in relationship to a set of objectives and to plan how to improve as a person.

The guide is divided into two sections. The first section consists of a self-evaluation checklist. The idea is to check how important each item is to you and how well you are doing it. The checklist is divided into several different areas which should help simplify the job of self-evaluation.

The second section of the guide is for you to plan areas of self-improvement and to help you make systematic plans for moving toward that improvement. The guide uses a simple, well-established idea which helps you change your own behavior.



SELF-EVALUATION

Section I

When we evaluate ourselves, we must have some idea of what we are working toward or some list which describes other successful people. The self-evaluation checklist in this section will help you measure yourself against a successful student. However, you are also given a chance to decide for yourself what successful students are like.

SELF-EVALUATION CHECKLIST

Instructions:

Check how important you feel each of the items below are and how well you are doing in relationship to that item. Add other items if you wish.

EVALUATION ITEMS	IMPORTANCE *VI—MIM—I—LIM—NI	HOW ARE YOU DOING? **SP—AA—A—NI—WP
1. A successful student will		
a. take pride in school work		
b. get school work in on time		
c. not get behind in work.		
d. walk quietly into the classroom.		
e. sit in assigned seat.		
f. give attention to teacher.		
g. raise hand before speaking.		
h. follow directions.		
i. work without disturbing others.		
j. have proper materials for classwork.		
k. participate in class discussions.		
l. work cooperatively with groups.		

*very important — more important than most — important — less important than most — not important

**strong point — above average — adequate — needs improvement — weak point

EVALUATION ITEMS	IMPORTANCE * VI—MIM—I—LIM—NI	HOW ARE YOU DOING? ** SP—AA—A—NI—WP
m. talk to teacher when having trouble.		
n.		
o.		
2. A popular student will		
a. make others feel at ease.		
b. be confident, not shy or timid.		
c. let others have their way sometime.		
d. be sensitive to what others are feeling.		
e. be easy to get along with.		
f. respect others.		
g.		
h.		
3. A respected student will		
a. have a sense of values.		
b. have a set of standards.		
c. be able to discipline himself.		
d. have a cooperative attitude.		
e. respect others' property.		

* **Refer to footnote on page 5.

EVALUATION ITEMS	IMPORTANCE *VI—MIM—I—LIM—NI	HOW ARE YOU DOING? **SP—AA—A—NI—WP
f. be a good citizen		
g.		
h.		
4. A healthy student will		
a. practice good health habits.		
b. be concerned with public health and safety.		
c. treat his or her body with respect.		
d. develop physical talents.		
e. use leisure time to build enjoyable physical interests.		
f.		
g.		
5. A mentally healthy student will		
a. be objective and know the difference between truth and fantasy.		
b. be able to cope with daily events.		
c. act in a mature way.		
d. work in a systematic way to achieve goals.		
e. recognize his or her strengths and weaknesses.		

* **Refer to footnote on page 5.

EVALUATION ITEMS	IMPORTANCE * VI—MIM—I—LIM—NI	HOW ARE YOU DOING? ** SP—AA—A—NI—WP
f. have a positive attitude toward self and others.		
g.		
h.		
6. A career-oriented student will		
a. use work and job information to set realistic career goals.		
b. use self- understanding where exploring occupations.		
c. talk to the counselor or others about job opportunities.		
d. relate school work to future job selection.		
e. improve ability to work and live with others.		
f.		
g.		

* **Refer to footnote on page 5.

SELF-IMPROVEMENT

Section II

Most self-improvement plans being used today are based on a simple principle. That principle is as follows: We do a better job and improve when we are rewarded for our efforts. When we want to improve and make the effort to do so, we should reward ourselves.

You will be asked to list the areas in which you want to improve and the short- and long-range rewards you will give yourself for that improvement. We don't have to have someone "make" us improve because we can do it ourselves.

SELF-IMPROVEMENT PLAN

Instructions:

Under each heading below, list those items which you feel you should improve. Then as a part of your plan, write down a short- and long-range reward for yourself when you show improvement. It may help to take only a few items at a time.

Self-Improvement Items	For my efforts I will receive	
	Short-Range Reward	Long-Range Reward
1. To be a more successful student, I will		
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
2. To become a more popular student, I will		
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
3. To be more respected, I will		
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

	Short-Range Reward	Long-Range Reward
4. To be more healthy, I will		
a.		
b.		
c.		
d.		
e.		
5. To be a mentally healthy student, I will		
a.		
b.		
c.		
d.		
e.		
6. In planning for my future, I will		
a.		
b.		
c.		
d.		
e.		

EXAMPLES OF SHORT- AND LONG-RANGE REWARDS

SHORT	LONG
1. Go to a movie	1. Draw a picture
2. Eat out	2. Eat ice cream
3. Go to a ballgame	3. Talk to a friend
4. Have a party	4. Watch TV
5. Visit a friend	5. Read a magazine
6. Go shopping	6. Eat a Lifesaver

CONCLUSION

1. You should share the major responsibility for your own self-evaluation and self-improvement.

2. Only change that comes from within can be effective and long-lasting.

3. Effective change is best accomplished by using specific objectives and systematic planning.

4. By using self-rewards you can effectively motivate yourself to be a better student and person.

Many educators are beginning to think that the only way to deal with some of today's student problems is to help students develop value systems. Those educators concerned about the drug problems, juvenile delinquency, and career education have discovered that helping students clarify their values is vital.

Guidance counselors, career-education teachers, drug-education workers, and regular classroom teachers should find **A Mini-Guide for Student Self-Evaluation and Self-Improvement** a valuable device in helping students to identify specific behavior for personal evaluation and to help students "self-contract" for their own improvement.

A Mini-Guide to:

- Value orientation
- Setting orientation
- Developing self-discipline

The primary responsibility for evaluation rests with the student himself.

Unless the student uses some kind of objective and systematic self-evaluation and self-improvement plan, he can wind up more confused than ever before.

We do a better job and improve when we are rewarded for our efforts.

We don't have to have someone else "make" us improve because we can do it ourselves.

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